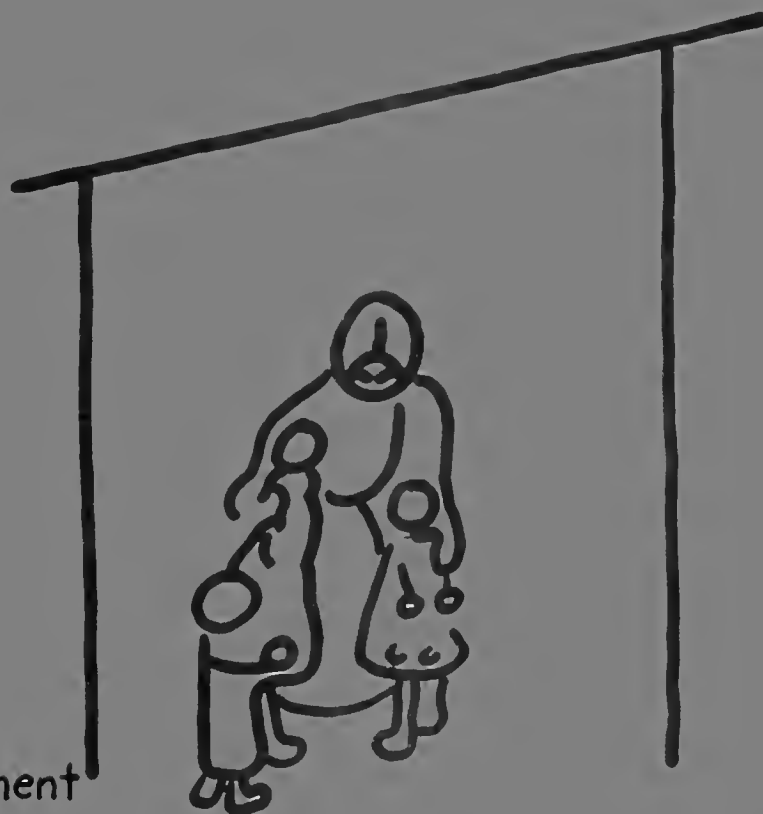


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KIDS TRAINING PROGRAM for FOSTER PARENTS of TROUBLED YOUTH



The
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Service

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Youth Development Service
Billings, Montana

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This program is respectfully submitted to the various District Court Chief Probation Officers, Board of Crime Control and other agencies that have shown interest in the training of foster parents.

Mrs. Jean Neyrinck, an Eastern Montana College Rehabilitation Counseling graduate student interning under the supervision of the Youth Development Service, prepared this booklet. She researched the literature, consulted with a variety of recognized community leaders and foster parents prior to compiling this material. Therefore, we believe the program to be achievable; however, we are certain that some topics may be modified or changed as the program is used.

We hope you will accept this material in this spirit and use it as you deem most desirable.

Respectfully,

A handwritten signature in cursive script that reads "Cal Erbaugh". The signature is written in dark ink and is positioned above the printed name and title.

Cal Erbaugh
Director

A TRAINING PROGRAM FOR FOSTER PARENTS OF TROUBLED YOUTH

Chapter 1

DESCRIPTION OF THE PROGRAM

This series of workshops is prepared for planners and other people in social agencies, or for foster parent groups, who wish to initiate a program of education to strengthen their system of foster family care. It is designed to be presented to foster parents who are serving agencies dealing with older children and teen-agers--youth with home problems, and who, in many cases, have had contact with law enforcement agencies.

The course material includes sample outlines for eleven sessions. These eleven sessions cover four major areas: 1) things that are basic to all children, 2) things that are peculiar to foster children, 3) the role of agency personnel in foster care, and 4) the role of foster parents themselves. In most sessions, there is an overlap of these areas.

PURPOSE AND GOALS

The general purpose of the training program is to improve the rearing of foster children in present and future foster homes. The goals of the program are:

1. To enhance the image of foster parents as an important part of a team providing a special service.
2. To strengthen the cooperative effort of the foster family and the agency for the benefit of the child.

3. To increase foster parent effectiveness through expanded knowledge.
4. To provide foster parents with opportunities to discuss specific problems, and to share knowledge they have gained through experience and other avenues.

PHILOSOPHY OF THE COURSE

The course has been developed with the philosophical approach that the foster child is a person with the same kinds of needs as everyone else. Because of deficient patterns of his past life, the foster child may not have had his needs adequately satisfied, or he may have adopted inappropriate behaviors to meet his needs. It is hoped that through increased knowledge, understanding, and feelings of self worth, foster parents will be enabled to accept the foster child for the person he is, to help him satisfy his personal needs, and to develop socially acceptable behavior.

The course relates to the strengths of the parents, and is aimed at developing the abilities and capacities they have. They are seen as an extension of the agency staff. As such, foster parents are viewed as a vital part of a team, whose members are all concerned with the welfare of the child.

A variety of theories of behavior management are offered. Presenting more than one viewpoint fits in with the present social situation where adults have a wide variety of attitudes about child rearing practices. Offering the diverse theories within the behavioral sciences as recommended methods of managing children allows the foster parent to exercise his options. He is not placed in the position of possibly "tuning out" the whole course because he finds one theory unacceptable.

INSTRUCTORS

The course is designed to use the talents of a number of professional people in the community who have expertise in the subjects to be covered. Educators with theoretical knowledge of human development, behavior, and behavior management should be included. Some of the presentations should be by people with broad experience in working with youth and families, and people with agency experience in dealing with foster children and foster parents. Experienced foster parents have practical information that can be incorporated into the course.

Foster parents, as any audience, are sensitive to speakers' feelings towards them. Therefore, it is important that chosen instructors understand the broad program and have a positive attitude toward foster care and foster parents. The response of the foster parents is also enhanced when they view the instructor as a person who is knowledgeable and competent. Having instructors who have a good public image, or whose educational background and experience establish him as an expert, will make the program more effective.

METHOD OF TEACHING

The workshops for foster parents are presented to adults - to adults who have established their philosophies of life, who have had a wide range of experiences, and who have usually been away from school for a long time. These facts must be considered if a training program is to succeed. Nowak and Reistroffer of the University of Wisconsin Department of Social Work have written:

The foster parent, like other adult students, learns at the same rate as his younger counterpart, but in a different way. He requires time to explore, discuss, and challenge before he can absorb and integrate new knowledge, correct misconceptions, and translate the material to usefulness. . . . The adult student clings to ideas and information he feels he has validated by his life experience.¹³

Lectures should be given in an informal manner. As the speaker sees a participant questioning or wanting clarification, he should respond to the need. Avoidance of language that is technical or that is part of the agency jargon is important. The course should be well organized but should have a permissive atmosphere which allows time for people to raise questions. Expressions of opinions, anxiety and other strong feelings should be allowed and accepted.

Learning experiences in the course include group listening, group discussion, analyzing behavior, problem solving, and role playing. No out-of-class assignments are given, but participants are offered a list of books as suggested readings for their own benefit.

Active participation by foster parents is desirable but should not preclude the dissemination of new information by people who have theoretical or practical training. The sample training session outlines include a variety of exercises to stimulate and promote foster parents' activities which incorporate the new information they have received.

¹³Nowak and Reistroffer, op. cit., p. 8.

Chapter 2

THE ROLE OF THE COORDINATOR

The success or failure of the series depends on the role played by the coordinator. This person is responsible for planning, for publicity to raise foster parent interest, for recruiting instructors, and for involving the agencies prior to presentation of the course. He has the responsibility to plan and provide for details for each session. The coordinator furnishes the continuity for the series so it is presented as a totality, even though a number of instructors are involved. Therefore, his presence at all planning sessions and at every workshop is imperative. He is the vehicle of communication between agencies, instructors, and foster parents. His announcements, introductions, and summarizations insure that the overall philosophy is carried from the beginning session to the last session so that the program meets its goals.

PRELIMINARY PLANNING

At least six weeks before the course is to begin, instructors should be recruited. These people should meet as a group to have the course explained. They then can choose the area which they are most qualified to present. A sample copy of his individual workshop session should be available for the instructor covering each topic. It is vital that these be presented to instructors only as suggestions and helps. Many professional people will prefer to speak from their own outlines and will have their own, possibly better or more recent, sources.

It is also important to convey to instructors that sample outlines contain more material than can usually be covered in one evening. This allows instructors to choose areas that they are qualified to teach and subjects where they are comfortable.

Once instructors have been secured, a schedule should be set up. The eleven session series, if scheduled at three week intervals, would run from September to April. Setting exact dates can be done after a classroom facility has been located. In selecting a place, it is important that it have a blackboard, and that tables or chairs with writing surfaces be available. There should be access to rest rooms. Facilities for making and serving coffee are desirable.

ACTIVITIES BEFORE THE WORKSHOP

When preliminary arrangements are finished, foster parents can be informed that the course is being offered and be extended an invitation to attend. The agencies using foster parents should be involved at this stage so they can recommend foster parents as possible course candidates. Each agency may want to extend the invitation to its own group of foster parents. Personnel of all participating agencies should know about the course and be encouraged to attend. Announcement of, and invitations to, the course should briefly describe what is planned. A sample of one possible course announcement is included in Appendix B. The letter of invitation should also include an enrollment form to be completed and returned by those who wish to attend. (See Appendix B.)

Before the first workshop session the coordinator should send the instructors information about the people who have enrolled for the

course. This data can be obtained from the enrollment forms. When all plans are complete, a letter should be sent to those enrolled, giving the subject to be covered in session #1, the name of the instructor, some of his credentials, and all relevant details about time and place.

THE FIRST TRAINING SESSION

The first workshop session is described in Chapter 3. Paper and pencil should be provided for note taking. If the instructor has made up an outline of his presentation, copies of this should also be distributed. Table name tags can be made by folding 3x5 notecards lengthwise.

The coordinator should have a prepared welcoming talk. A brief description of what is planned for the whole course, its purpose, and its goals, is called for. Participants should all be introduced.

When introducing the instructor for the evening, the coordinator tells his position, his educational background and past experiences, and points out how these make him competent to speak to foster parents.

The coordinator's sensitivity to the needs and fears of the participants, especially at the first session, can help establish trust and a willingness to return. Efforts should be made to include every person in a way that he feels his presence has been acknowledged. During small group discussions, the coordinator can go from group to group to see if there are any problems. In the big group, participation by all is encouraged, but no one should be pressured into any activities.

OTHER DUTIES OF THE COORDINATOR

Before each subsequent session, the next instructor is contacted. The information form is mailed to him with data about those enrolled. He is also given significant information about previous sessions. (See Appendix B.)

The participants also receive a notice of each session. The subject to be covered, the speaker's name and some of his credentials, and a reminder of time and place are included.

The coordinator keeps a roster of those enrolled. Attendance at each session is recorded. He also records his observations and impressions at the end of each session.

During all workshop sessions, the coordinator is alert to reactions of misunderstanding and confusions. He attempts to see that clarification occurs before the people depart. If an individual instructor gets caught in a discussion that involves disputing a previous instructor, or some event that has involved agency policy, it will be the coordinator's job to move the subject ahead. By explaining that there is more than one theory regarding the particular subject, and that there is evidence to support opposing theories, it is beyond the scope of the group to say that one is either right or wrong. At times the solution may be to acknowledge the impasse, and then ask if others in the group have additional questions.

Throughout the course, the coordinator watches for articles, pamphlets, or other information that might be of interest to the participants. Instructors may have materials they wish to distribute. The coordinator should have access to a method of reproducing printed materials for distribution. The Suggested Reading List (Appendix C)

should also be made available after session #2, but care must be taken that participants do not understand it to be assigned reading.

Before the end of session #11 the evaluation form is distributed. Participants are allowed time to complete the form and hand it in before departing.

ACTIVITIES AFTER THE SERIES

Following the course, a general evaluation is made. Material from the forms is tabulated. Attendance records are checked and analyzed. Coordinator's notes about particular sessions are included in the evaluation. When this information is gathered together, a meeting is held with representatives of the sponsoring agencies to discuss the results. Foster parent participation, course content, and overall reactions should be assessed. Plans for continuation, for modification, or for different approaches can emerge from this meeting. It is important to do this evaluation soon after the course ends so situations are still fresh in people's memories. Actual new plans can come later, but certainly should be worked out thoroughly before a new course is begun.

Chapter 3

OUTLINES OF SAMPLE WORKSHOPS

SAMPLE TRAINING SESSION #1

TITLE: Developmental Patterns of Ages 9-18

INSTRUCTOR: Psychologist, Social Worker, Educator

GOALS: To establish basic understanding of what is normal, expected behavior for a given age.

SUGGESTED STRUCTURE:

1. Welcome and get acquainted, led by coordinator.
2. Brief explanation of total course plan, including goals.
3. Lecture by instructor.
4. Break into small groups to discuss presentation. Group according to age of foster children. Prepare summary of group discussions.
5. Return to large group and present summaries.
6. Question and answer period led by instructor. Allow for differing viewpoints to be expressed.
7. Overall summarization of evening by coordinator. Announcement of next session including subject and instructor.

SUGGESTED POSSIBLE TOPICS:

1. Behavior patterns for a given age.
2. Ability levels for a given age.
3. Needs and need satisfaction.
4. Establishing identity.
5. Self concept.
6. Sexuality.

7. Attitudes toward religion.
8. Problems of adolescence.

SUGGESTED REFERENCE SOURCES FOR INSTRUCTOR PREPARATION:

- Gale, Raymond F. Developmental Behavior. New York: Macmillan, 1969.
- Glasser, William. Reality Therapy: A New Approach to Psychiatry. New York: Harper and Row, 1965.
- Havighurst, Robert James. Adolescent Character and Personality. New York: J. Wiley 1949 .
- Levine, Louis S. Personal and Social Development. New York: Holt, Rinehart, and Winston, 1963.
- Montagu, Ashley. The Directions of Human Development. New York: Hawthorne, 1970.

SAMPLE TRAINING SESSION #2

TITLE: The Psychological World of the Foster Child.

INSTRUCTOR: Psychologist, Psychiatrist

GOALS: To develop understanding of how and why a child needing foster care is different from a child whose natural home has been adequate.

SUGGESTED STRUCTURE:

1. Brief review of past session by coordinator.
2. Relate purpose of session #2 with session #1.
3. Lecture by instructor.
4. Break into small groups. Discuss particular children foster parents have cared for, relating the child to lecture material.
5. Return to large group. Each group tells about one child discussed in small group.
6. Question and answer period led by instructor. Allow for differing opinions as before.
7. Summarization of evening by coordinator; announcement of next session, including subject and participants.

SUGGESTED POSSIBLE TOPICS:

A. Types of disturbances.

1. Physical and mental handicaps.
2. Severe emotional disturbances - frightened, little awareness of real world.
3. Acting out - constant fighting with other people, blaming difficulties on others.
4. Anxious, tense, fearful, hypersensitive.
5. Normal behavior, but disturbed by specific upsetting event.
6. Blocked-in developmental process - immature, not acting age.
7. Rejection syndrome.

B. Areas of disturbance.

1. Self concept.
2. Value systems.
3. Educational deficits.
4. Fear and anxiety.

C. Foster parents' roles in helping disturbed child.

SUGGESTED REFERENCE SOURCES FOR INSTRUCTION PREPARATION:

Ahlstrom, Winston M., and Robert James Havighurst. 400 Losers. San Francisco: Jossey-Bass, 1971.

Bennett, Ivy. Delinquent and Neurotic Children. New York: Basic Books, 1960.

Bowlby, John. Separation Anxiety: A Critical Review of the Literature. New York: Child Welfare League of America, 1962.

Havighurst, Robert James. Growing up in River City. New York: J. Wiley, 1962.

Thomas, Carolyn B. "Helping Foster Parents Understand Disturbed Children," Child Welfare, March, 1971, pp. 168-175.

SAMPLE TRAINING SESSIONS #3

TITLE: The First Few Days in the Foster Home.

INSTRUCTOR: Social Worker, foster parent panel, panel of Social Worker, foster parent, and foster child, but not from same family or agency.

GOALS: To develop insight about the dynamics of the early period following placement and to find ways to use this period productively.

SUGGESTED STRUCTURE:

1. Brief reference to previous session as it relates to session #3.
2. a. Lecture by Social Worker, then open discussion to get foster parent viewpoints, OR
b. Panel presentation.
3. Role playing demonstration by 2 or more experienced foster parents. One person takes the part of a youth who has been in that home, and tries to feel what he perceived the youth felt during an event that happened during his first few days in that home. The other tries to relive feelings and attitudes she felt toward a new foster child as she responds to the "youth's" experience in the role playing.
4. Open discussion by group, relating feelings and attitudes they have experienced.
5. Number 3 might be replaced by breaking into small groups, discussing ways they have successfully handled the early stages of foster placement, and failures; then return to big group to relate most important experiences.
6. Summarization of evening by coordinator. Announcement of next session, including subject and participants.

SUGGESTED POSSIBLE TOPICS:

1. First few days in the foster home from the child's point of view:
 - a. Fear of unknown.
 - b. Guilt over being involved in a situation necessitating placement.
 - c. Mourning and grief over separation from family.

- d. Testing situations.
- 2. First few days from the parents' point of view:
 - a. Fear of unknown.
 - b. Don't know previous experience.
 - c. Feeling responsible for someone else's child.
- 3. Coping techniques by child.
 - a. Play two sets of parents against each other.
 - b. Game playing.
 - c. Withdrawal.
- 4. Foster parent response.
 - a. Force child into role.
 - b. "Remake" child.
 - c. Acceptance.

SUGGESTED REFERENCE SOURCES FOR INSTRUCTOR PREPARATION:

- Bowlby, John. Separation Anxiety: A Critical Review of the Literature. New York: Child Welfare League of America, 1962.
- Thomas, Carolyn B. "Helping Foster Parents Understand Disturbed Children," Child Welfare, March, 1971, pp. 168-175.

SAMPLE TRAINING SESSION #4

TITLE: Behavioral Techniques of Management of Day-to-Day Behavior.

INSTRUCTOR: Educator, psychologist, agency or institutional personnel with experience.

GOALS: To provide theoretical knowledge of behavioral principles and to demonstrate practical application of behavior modification.

SUGGESTED STRUCTURE:

1. Relate past sessions to topic of session #4 by coordinator.
2. Lecture by instructor.
3. Demonstration of one or more behavior modification techniques.
4. Break into groups. Groups identify a specific behavior of foster youths that most foster parents in the group agree should be modified. Discuss possible techniques of modification.
5. Return to large group. Report on groups' ideas for feedback from other groups and instructor.
6. Questions and answers led by instructor. Allow for differing opinions.
7. Summarization and announcements by coordinator.

SUGGESTED POSSIBLE TOPICS:

- A. History of behavior^{*}
 1. Pavlov.
 2. Watson.
 3. Others.
- B. Behavior modification theories and techniques.
 1. Systematic desensitization.
 2. Operant therapy techniques.

*Parts A and B of outline supplied by Roy Burrows, Pupil Services of School District #2, Billings, Montana.

3. Verbal conditioning.
- C. Basic Principles of Management Theory. **
 1. Behavior.
 2. Reinforcement.
 3. Immediacy.
 4. Consistency.
 5. Scheduling.
 6. Individual Reinforcement Hierarchy.
- D. Initial Contact with Child.
 1. Rules.
 2. Violations of Rules.
 3. Recognition of Good Behavior.
 4. Punishment.
 5. The Basic Principles Applied to Management.
 - a. Reinforcement.
 - b. Immediacy.
 - c. Consistency.
- E. Identifying Reinforcement Preferences.
 1. Teen-agers.
 2. Pre-Adolescents.
- F. Parent Involvement (Project).
 1. Demonstrating Understanding of Basic Principles.
 2. Identifying Behaviors.
 3. Recognizing reinforcers.
 4. Changing a Behavior.

**Parts C through G supplied by Dr. Ronald T. Reitz, Assistant Professor, Division of Special Education and Guidance, Eastern Montana College, Billings, Montana.

G. Parent Involvement.

1. Observation of Interaction in the Home.
2. Recognition of Influence on Behavior of Children.

SUGGESTED REFERENCE SOURCES FOR INSTRUCTOR PREPARATION:

- Krumboltz, John D. (ed.). Revolution in Counseling: Implications of Behavioral Science. Boston: Houghton Mifflin, 1966.
- Krasner, Leonard, and Leonard P. Ullman (eds.). Research in Behavior Modification. New York: Holt, Rinehart, and Winston, 1956.
- Skinner, B.F. Science and Human Behavior. New York: Macmillan, 1953.
- Ullman, Leonard P., and Leonard Krasner (eds.). Case Studies in Behavior Modification. New York: Holt, Rinehart, and Winston, 1965.
- Wolpe, J., and A. A. Lazarus. Behavior Therapy Techniques. New York: Pergamon Press, 1966.
- _____, A. Salter, and L. J. Reyna. The Conditioning Therapies: The Challenge in Psychotherapy. New York: Holt, Rinehart, and Winston, 1964.

SAMPLE TRAINING SESSION #5

TITLE: Other Techniques of Management of Day-to-Day Behavior.

INSTRUCTOR: Educator, psychologist, agency or institutional personnel with experience.

GOALS: To provide theoretical knowledge of ways to manage behavior, and to demonstrate that there are a number of optional ways to respond to a given situation.

SUGGESTED STRUCTURE:

1. Briefly review last session. Introduce session #5 as other options available.
2. Lecture on one theory (Glasser).
3. Group as for session #4. Each group recall specific behavior discussed by group in previous session. Discuss how behavior would be handled using new theory in place of behavior modification.
4. Lecture on another theory (Ginott) in big group.
5. Return to small groups and do same as in part 3 above.
6. Return to big group for discussion.
7. Summarization and announcements by coordinator.

SUGGESTED POSSIBLE TOPICS:

- A. Glasser's theory on reality.
 1. Basic needs of man:
 - a. To love and be loved.
 - b. To feel worthwhile to self and others.
 2. Ability to meet needs is learned.
 - a. Can be learned at any age.
 - b. Should be begun early.
 - c. Learn from people around us.
 - d. Involves self-discipline and commitment.

3. Involvement.

- a. All need emotional involvement with another.
- b. Authority figure praises good behavior, shows displeasure for unacceptable behavior.
- c. Behavior cannot be blamed on others.

B. Ginott's Theory.

SUGGESTED REFERENCE SOURCES FOR INSTRUCTOR PREPARATION:

Glasser, William. Reality Therapy: A New Approach to Psychiatry. New York: Harper and Row, 1965.

_____. Mental Health or Mental Illness? New York: Harper and Row, 1960.

_____. Schools Without Failure. New York: Harper and Row, 1969.

_____. Identity Society, Reality Therapy II. New York: Harper and Row, 1971.

Ginott, Haim G. Between Parent and Child, New Solutions to Old Problems. New York: Macmillan, 1965.

_____. Between Parent and Teenager. New York: Macmillan, 1969.

SAMPLE TRAINING SESSION #6

TITLE: Child-Adult Relationships.

INSTRUCTOR: Educator, Social Worker, Psychologist, agency or institutional personnel with experience.

GOALS: To develop improved relationships and communication between adults and youth.

SUGGESTED STRUCTURE:

1. Relate session #6 to others as a step toward positive, more fulfilling way of life by coordinator.
2. Lecture.
3. Demonstration of point made by lecturer. Role play a situation from real life, where one foster parent takes part of youth he has known. Other foster parent demonstrates ways of listening, expressing feelings, avoiding criticism or attack.
4. Open discussion by group relating feelings and attitudes they have experienced in sessions up to now.
5. Summarization and announcements by coordinator. Next session is on special problems of foster care. Ask participants for areas they wish to have covered.

SUGGESTED POSSIBLE TOPICS:

- A. Planned Parenthood.***
 1. Understanding behavior.
 2. Facing the consequences.
 3. Attention-getting behavior.
 4. The successful family.
- B. Approaches to Discipline.
 1. Authoritarian.
 2. Permissive.
 3. Joint problem solving approach.

- C. Discipline and centrally held values and biases ("home-grown" technique).
- D. Communication skills.
 - 1. Value of Listening.
 - 2. How to Express Feelings.
 - 3. Avoiding Criticism and Attack on Person.

SUGGESTED REFERENCE SOURCES FOR INSTRUCTOR PREPARATION:

Harris, Thomas A. I'm O.K. - You're O.K., A Practical Guide to Transactional Analysis. New York: Harper and Row, 1969.

Ginott, Haim G. Between Parent and Child, New Solutions to Old Problems. New York: Macmillan, 1965.

_____. Between Parent and Teenager. New York: Macmillan, 1969.

Patterson, G. R., and M. E. Gullian. Living with Children. Champaign, Illinois: Research Press, 1971.

Gordon, Thomas. Parent Effectiveness Training; The No-Lose Program for Raising Responsible Children. New York: P. H. Wyden, 1970.

SAMPLE TRAINING SESSION #7

TITLE: Special Problems Related to Foster Care.

INSTRUCTOR: Social Worker, agency or institutional personnel with experience in foster placement, experienced foster parent, foster child with others in panel.

GOAL: To gain understanding of problems that arise in the foster home and explore ways of coping with them.

SUGGESTED STRUCTURE:

1. Announce evening's topic. Inform participants that problems concerning drugs, alcohol, sexuality, pregnancy, V.D., and police contacts will be covered in later sessions.
2. Lecture or panel presentation.
3. Break into small groups. Discuss particular children foster parents have cared for, relating the child to lecture material.
4. Return to large group. Each group tells about one child discussed in small group, and ways of living with the particular problem that are satisfactory to both youth and foster family.
5. Summarization of evening and announcements by coordinator.

SUGGESTED POSSIBLE TOPICS:

- A. Ambivalent attitude toward natural parents.
 1. Anger and rejection for failing to be adequate parents.
 2. Viewed as special people who are important.
- B. Relationships with natural and foster families.
 1. Conflict about affection to two families.
 2. Confusion about respective authority.
 3. Cultural differences in life styles.
 - a. Manners
 - b. Value systems.
 - c. Expectations.
 - d. Attitudes toward schedules.

- C. Religious life of the foster child.
- D. Planning for the future.
 - 1. Vocational choice.
 - 2. Financial aspects of future education.

SUGGESTED REFERENCE SOURCES FOR INSTRUCTOR PREPARATION

- Bowlby, John. Separation Anxiety: A Critical Review of the Literature.
New York: Child Welfare League of America, 1962.
- Reistroffer, Mary. "The Foster Child's Three Sets of Parents",
paper read at the Central States Regional Conference of the Child
Welfare League of America, March 9, 1972, Cincinnati, Ohio.
(Dr. Schulz at EMC has copy.)
- Thomas, Carolyn B. "Helping Foster Parents Understand Disturbed
Children," Child Welfare, March, 1971, pp. 168-175.

SAMPLE TRAINING SESSION #8

TITLE: Sex Problems and the Foster Child

INSTRUCTOR: Planned Parenthood Director, Social Worker, Psychologist with relevant experience.

GOAL: To develop understanding of sexuality related problems, how to avoid and prevent problems, and how to effectively manage when problems occur.

SUGGESTED STRUCTURE:

1. Introduction by coordinator.
2. Lecture by instructor.
3. Questions and answers led by instructor. Allow for differing opinions.
4. Sharing of successful coping techniques used by foster parents.
5. Summarization and announcements by coordinator.

SUGGESTED POSSIBLE TOPICS:

1. Normal sexual development and its effects on behavior.
2. Exaggerated sexual behaviors.
3. Venereal disease.
4. Pregnancy.
5. Use of contraceptives by unmarried adolescents.
6. Coping with sexual problems.

SUGGESTED REFERENCE SOURCES FOR INSTRUCTOR PREPARATION:

Bernstein, Rose. Helping Unmarried Mothers. New York: Association Press, 1971.

Dalrymple, Willard. Sex is for Real: Human Sexuality and Sexual Responsibility. New York: McGraw-Hill, 1967.

Gale, Raymond F. Developmental Behavior. New York: Macmillan, 1969.

Konopka, Gisela. The Adolescent Girl in Conflict. Englewood Cliffs, New Jersey: Prentice-Hall, 1966.

Levine, Louis S. Personal and Social Development. New York: Holt, Rinehart, and Winston, 1963.

SAMPLE TRAINING SESSION #9

TITLE: Crisis Situations: Alcohol, Drugs, and Police Contact.

INSTRUCTOR: Juvenile Probation Officer, Social Worker with relevant experience, experienced foster parent.

GOALS: To gain understanding of how crisis situations develop and to help find ways of responding constructively when crises occur.

SUGGESTED STRUCTURE:

1. Relate session 9 to previous session by coordinator.
2. Lecture.
3. Questions and answers led by instructor.
4. Break into groups and discuss a crisis situation which occurred following these steps:
 - a. Circumstances leading to crisis behavior.
 - b. Specifics of incident
 - c. Parental coping techniques.
 - d. Subsequent behavior.
 - e. Possible responses that parents could make, in view of theory learned through previous training sessions.
5. Return to large group. Give brief report of groups' discussions.
6. Summarization and announcements by coordinator.

SUGGESTED POSSIBLE TOPICS:

- A. Alcohol problems.
- B. Drug problems.
- C. Police contact and the foster child.

SUGGESTED REFERENCE SOURCES FOR INSTRUCTOR PREPARATION:

- Ahlstrom, Winston M., and Robert J. Havighurst. 400 Losers. San Francisco: Jossey Bass, 1971.
- Bennett, Ivy. Delinquent and Neurotic Children. New York: Basic Books, 1960.

Child Study Association of America. You, Your Child and Drugs.
Child Study Press, 1971.

Davidoff, Eugene, and Elinor S. Noetzel. The Child Guidance Approach
to Juvenile Delinquency. New York: Child Care Publications, 1951.

Havighurst, Robert J. Growing up in River City. New York: J. Wiley,
1962.

Konopka, Gisela. The Adolescent Girl in Conflict. Englewood Cliffs,
New Jersey: Prentice Hall, 1966.

Marin, Peter, and Allen Y. Cohen. Understanding Drug Use: An Adult's
Guide to Drugs and the Young. New York: Harper and Row, 1971.

Saltman, Jules. Marijuana and Your Child. New York: Grossett and
Dunlap, 1969.

SAMPLE TRAINING SESSION #10

TITLE: Foster Parents and the Agencies.

INSTRUCTOR: Social Worker, Probation Officer, Agency personnel working with foster families.

GOALS: To increase cooperation between agencies and foster families through better understanding of complementary roles.

SUGGESTED STRUCTURE:

1. Introduction by coordinator.
2. Lecture by instructor.
3. Short presentation by person from each agency involved, explaining specific needs, policies, and expectation of his agency.
4. Questions and answers directed to all agency personnel present.
5. Summarization and announcements by coordinator. Know if instructor for session #11 intends to use any sensitivity exercises or "group therapy" activities. If so, disclose some information about his plans, though it is not necessary to use terms like "sensitivity" and "therapy".

SUGGESTED POSSIBLE TOPICS:

- A. Foster parents as part of a team.
- B. Guidelines for supervisors.
- C. Agency's responsibility to foster parents.
- D. Foster parents' responsibility to agency.
- E. Agency's expectations for foster care.
- F. Role of agency worker in child's experience.
 1. Before placement.
 2. During placement.
 3. Following placement.
- G. Changes in caseworkers.
- H. Rights of natural parents.

SUGGESTED REFERENCE SOURCES FOR COURSE PREPARATION:

- Costin, Lela B., and Jeanette R. Gruen. Licensing of Family Homes in Child Welfare. Detroit: Wayne State University Press, 1965.
- Parsloe, Phyllida. The Work of the Probation and After Care Officer. New York: Humanities Press, 1967.
- Reistroffer, Mary. "Changing Expectations in Foster Family Care." Abstract of Speech presented at the Conference on Foster Family Care, September 22, 1971, Milwaukee, Wisconsin.

SAMPLE TRAINING SESSION #11

TITLE: Personal Adequacy Dimensions of Foster Parents.

INSTRUCTOR: Psychologist, Educator, Counselor.

GOALS: To help foster parents gain in self understanding and personal growth, and to realize the impact this has on the foster child.

SUGGESTED STRUCTURE:

1. Brief review of program up to now with introduction of how session #11 relates to the others.
2. Lecture.
3. Activity planned by instructor.
4. Distribution of evaluation forms by coordinator, closing remarks, and collection of evaluation forms.

SUGGESTED POSSIBLE TOPICS:

- A. Importance of positive attitudes of people in helping positions.
- B. Sense of worthwhileness.
- C. Self acceptance and acceptance of others.
- D. Filling one's needs through foster parenthood.
 1. Possibilities.
 2. Limitations.
- E. Natural fears.
 1. Behavior that will be traumatic to family situation.
 2. Failure with child.
 3. Losing child.

SUGGESTED REFERENCE SOURCES FOR INSTRUCTOR PREPARATION:

Berne, Eric. *Games People Play*. New York: Grove Press, 1964.

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Lair, Jesse. I Ain't Much Baby But I'm All I've Got. Bozeman, Montana: Montana State University Press, 1969.

Powell, John. Why Am I Afraid to Love? Chicago: Argus Communications, 1967.

_____. Why Am I Afraid to Tell You Who I Am? Chicago: Argus Communications, 1969.

APPENDIX B

ANNOUNCEMENT AND INVITATION FORM

The _____ is pleased to announce that a series of workshops for foster parents is scheduled for the coming months. These 2½ hour workshops will be presented every three weeks, beginning _____, and ending _____.

The workshops have been developed to help foster parents be more fully informed about all aspects of foster care. Subjects covered will include normal development and behavior, special problems of foster children, ways of managing behavior, and working with agencies. The emphasis will be on foster parenting troubled older children and teen-agers.

The workshops will be conducted by professional people from the community who have special training and experience. Enrollment will be limited to foster parents and personnel of the agencies placing youth in their homes. There will be no charge for these workshops.

To enroll fill in the enclosed form and mail it by _____. Specific information on each session will be mailed to you later. For more information, phone _____, or contact your foster child's caseworker.

ENROLLMENT FORM FOR FOSTER PARENT WORKSHOPS

Name of foster father _____

Occupation _____

Last year of school completed _____

Name of foster mother _____

Occupation _____

Last year of school completed _____

Address _____ Telephone _____

How many years have you been foster parents? _____

How many foster children have you cared for? _____

How many foster children do you now have? _____

What are their ages? Females _____

Males _____

What Agency placed the child in your home? _____

What specific problems are you having, if any? _____

Please return to:

(Name and address of sponsoring agency)

By _____ (date) _____

INSTRUCTOR'S INFORMATION SHEET

Topic to be covered _____

Date _____ Time _____

Place _____

Class Participants:

Foster Parents _____

Males _____ Females _____

Agency Personnel _____

Ages of foster children

Males _____ Females _____

Problems _____

Most recent previous topic _____

Instructor _____

Comments about previous sessions:

EVALUATION FORM

Please check the appropriate statements:

Workshops have been helpful to me. _____

Workshops have not been helpful to me. _____

What parts did you like most?

Normal development _____ Understanding the foster child better. _____

Managing behavior _____ Sex education _____

Working with agencies _____ Drugs and alcohol problems _____

Personal growth of foster parents _____

What parts did you like least?

Normal development _____ Understanding the foster child better _____

Managing behavior _____ Sex education _____

Working with agencies _____ Drugs and alcohol problems _____

Personal growth of foster parents _____

What changes would you suggest?

What other areas should be included?

What areas could have been left out?

APPENDIX C

SUGGESTED READING LIST

This list of books has been compiled by people experienced in working with troubled youth and their families. A variety of subjects are covered. Most of these books are available at Billings Public Library or Eastern Montana College Library. You are invited to try one, or all of them, in your efforts to become more effective foster parents.

- Berne, Eric. Games People Play. New York: Grove Press, 1964.
- Bettleheim, Bruno. Love is Not Enough. New York: The Free Press, 1951.
- Bernstein, Rose. Helping Unmarried Mothers. New York: Association Press, 1971.
- Child Study Association of America. You, Your Child and Drugs. Child Study Press, 1971.
- Dalrymple, Willard. Sex is for Real: Human Sexuality and Sexual Responsibility. New York: McGraw Hill, 1967.
- Gallagher, Joseph. The Christian Under Pressure. Notre Dame, Indiana: Ave Maria Press, 1970.
- Ginott, Haim G. Between Parent and Child: New Solutions to Old Problems. New York: Macmillan, 1965.
- _____. Between Parent and Teenager. New York: Macmillan, 1969.
- Glasser, William. Reality Therapy: A New Approach to Psychiatry. New York: Harper and Row, 1965.
- _____. Identity Society: Reality Therapy II. New York: Harper and Row, 1971.
- _____. Schools Without Failure. New York: Harper and Row, 1969.
- Gordon, Thomas. Parent Effectiveness Training: The No-Lose Program for Raising Responsible Children. New York: P. H. Wyden, 1970.
- Harris, Thomas A. I'm O.K., You're O.K.: a Practical Guide to Transactional Analysis. New York: Harper and Row, 1969.
- Konopka, Gisela. The Adolescent Girl in Conflict. Englewood Cliffs, New Jersey: Prentice-Hall, 1966.

- Lair, Jesse. I Ain't Much Baby But I'm All I've Got. Bozeman, Montana: Montana State University Press, 1969.
- Love, Harold D. The Emotionally Disturbed Child: A Parents' Guide for Parents Who Have Problem Children. Springfield, Illinois: Chas. C Thomas, 1970.
- Marin, Peter, and Allen Y. Cohen. Understanding Drug Use: An Adults' Guide to Drugs and the Young. New York: Harper and Row, 1971.
- Patterson, G. R., and M. E. Gullian. Living With Children. Champaign, Illinois: Research Press, 1971.
- Powell, John. Why Am I Afraid to Tell You Who I Am? Chicago: Argus Communications, 1969.
- Saltman, Jules. Marijuana and Your Child. New York: Grossett and Dunlap, 1967.
- VonHilsheim, George. How to Live With Your Special Child; A Handbook for Behavior Change. Washington: Acropolis Books, 1970.

